ABSTRACT

RESEARCH PAPER: The development of clinical judgment through high fidelity simulation: Is more frequent simulation beneficial to learning?

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PAGES: 44

The purpose of this paper is to develop an evidence-based approach to curriculum design incorporating the use of high fidelity simulation (HFS) in nursing education. The aim of this work is to determine if biweekly simulation sessions are more effective at developing clinical judgment than monthly sessions. Tanner's Model of Clinical Judgment (2006) serves as the conceptual framework.

High fidelity simulation is widely used throughout nursing education. Although strides have been made to develop evidence supporting the most effective use of this technology, comprehensive results affirming results are still lacking. For this project, a convenience sample of 60 sophomore baccalaureate nursing students at a medium-sized Midwestern university will be selected and divided into two groups. Clinical judgment will be measured by students and faculty at the beginning and end of the semester using Lasater's Clinical Judgment Rubric (2007). Based upon the findings, a curriculum plan will be developed to strengthen clinical judgment development. The expected outcome of this project is improved student nurse clinical judgment.